

**Rebecca Allan**  
**Academy District 20, Colorado Springs, CO - Superintendent**  
**(216)**

**COVER LETTER**

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**Cover Letter**

Please type your personalized cover letter here.

*Cover Letter*

**Dear Academy District 20 Board of Education,**

**It is with humility and enthusiasm I request your consideration for the Academy District 20 (AD20) Superintendent position. I am drawn to the Superintendency because I truly value and care about the people, the mission, and the future of our great district.**

**I am currently serving in my 17th year in AD20 and consider it my professional home. During my time here, I have established a reputation for diligence and hard work; unwavering integrity; kindness and service to others; timely, clear, and respectful communication; building and nurturing trusting relationships; and consistent follow through. I possess a strong knowledge base about our district and lead through a lens of maximizing success for students, staff, parents, and patrons.**

**Resource Leadership**

**As our district's Chief Financial Officer, I strive each day to optimize resources to support the Board of Education Ends through the district's strategic priorities of academic excellence for all students; investing in and valuing staff; and helping students, staff, parents, and patrons feel that they belong in AD20.**

**As a steward of taxpayer dollars, managing a total district appropriation of more than \$600 Million, I demonstrate the highest attention to honesty, transparency, accuracy, alignment with law and policy, and short and long-term fiscal health. I possess a strong understanding of Colorado K-12 school funding and the impacts of various other legislation, such as the School Finance Act, Taxpayer Bill of Rights (TABOR), Amendment 23, and the repeal of the Gallagher Amendment. I have navigated bond issuances and developed short and long-term planning models for bonds and mill levy overrides. I manage the fiscal resources of the second lowest funded school district in Colorado, while maintaining an appropriate and healthy level of reserve; legislatively advocate on behalf of AD20; and teach stakeholders about financial information in a way that is accessible and understandable.**

**If selected as Superintendent, these experiences would enhance my ability to effectively collaborate with and support the Chief Financial Officer, as he/she is tasked with sustaining the fiscal health of AD20, while navigating the accompanying funding challenges facing Colorado.**

**Educational Leadership**

**My financial and operational experience is complemented with experience as a teacher and educational leader. Prior to serving as Chief Financial Officer, I had the honor of serving in AD20 in a number of educational leadership positions: Executive Director for Learning Services, Learning Services Director for Assessment, principal and assistant principal of Discovery Canyon Campus Middle School, Teacher on Special Assignment for Assessment, and Dean of Students at Pine Creek High School.**

**Being a school district leader helped me understand the most important litmus test for rendering decisions; always asking myself "what's best for kids." This mantra started for me as a classroom teacher, followed me to the principalship, and remained with me in Learning Services and Business Services as well.**

**All students deserve our best each and every day to attain the knowledge, skills, and character necessary to thrive as learners and community members. Students deserve engaging lessons that create a passion for learning; learning how to think, not what to think; developing academic, social emotional, and interpersonal skills; and choosing from a variety of learning pathways that lead to multiple post-graduate landing points, including college, career, and military.**

**We cannot stop with most students attaining success; we must work toward all students attaining success. To accomplish this, teachers need the tools, skills, training, resources, and time to regularly gauge student**

**progress and collaborate with colleagues regarding student data and trends, successes, areas for growth, and high-quality instructional strategies that support achievement and growth.**

#### **Managerial Leadership**

**I currently lead 42 Business Services staff members as Chief Financial Officer and have supervised Directors and various elementary and middle school principals while in Learning Services. I also supervised licensed and classified staff members as assistant principal and principal at Discovery Canyon Campus Middle School.**

**As a leader and supervisor, I coach and support staff as they navigate various decisions, challenging situations, and conflicts. I am responsive, encouraging, compassionate, present, accessible, and visible. I listen, question, and try to draw solutions from those I am coaching, while being clear about my expectations and non-negotiables. My aim is to strike the right balance between autonomy and accountability, gauging when one must increase while the other decreases to best support each staff member.**

**I therefore strive to create a work environment where staff know what is expected, feel comfortable asking questions and requesting support, have opportunities to learn and grow, feel valued and connected, are empowered to render decisions applicable to their work responsibilities, are celebrated when successful, and have the opportunity to build teamwork with colleagues. When a staff member is not meeting expectations, I demonstrate the courage needed to provide feedback; brainstorm with the staff member; set clear expectations and targets; offer supports; and if necessary, implement a formal framework for improvement.**

#### **Community Leadership**

**Building trusting relationships is not only critical with staff, but also with students, parents, and patrons as well. Our district puts people first and I witnessed this firsthand the moment I joined the district as a Dean of Students in 2006. To sustain and nourish our people first culture, all stakeholders must feel valued, be heard, and be treated with respect and dignity.**

**A large community like AD20 will always reflect a variety of points of view, and common ground is often found when there is a focus on "what's best for kids" and the "why" of helping students build the knowledge, skills, and character they need to be successful.**

**As a middle school and subsequent district-level leader, I have found the most powerful ingredients for building a strong and trusting community of stakeholders include timely and transparent communication, honesty, follow through, visibility, consistency, accessibility, empathy, trust, and clear articulation of the "why" of decisions.**

#### **Summary**

**I am dedicated, caring, hardworking, and honest. For me, despite the enormity of any challenge before me, failure is not an option. This is why I give my best every day. I have walked in the shoes of a teacher, assistant principal, principal, Learning Services Director, Learning Services Executive Director, and Chief Financial Officer.**

**Through the many facets of my work in our district over the years, I have demonstrated my resource, educational, managerial, and community leadership. I adore our district and the people who make it such a wonderful place.**

**The challenge and gift of supporting students, staff, parents, Board of Education members, patrons, and other district stakeholders in a manner rich with respect, transparency, collaboration, care, customer service, and professionalism, is no less than awesome. Given the opportunity to serve as the Superintendent in the best school district in the state of Colorado, I commit I would strive for excellence in myself and AD20 to the absolute best of my abilities.**

**Thank you for your consideration for the position of Superintendent.**

**Sincerely,**

**Rebecca Allan**

## **PERSONAL DATA**

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### **Personal Data**

*How did you hear about this position?*

**"Word of Mouth"**

*Title*

**Ms.**

<i>First Name</i>	<b>Rebecca</b>	<i>Middle Initial</i>	<b>A</b>
<i>Last Name</i>	<b>Allan</b>	<i>Suffix</i>	
<i>Email</i>		<i>Primary Phone</i>	
<i>Alternate Phone</i>			

## PERSONAL INFORMATION

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### Present Address

<i>Street</i>	<b>2013 Bent Creek Drive</b>	<i>City</i>	<b>Colorado Springs</b>
<i>State</i>	<b>Colorado</b>	<i>Zip Code/Postal Code</i>	<b>80921</b>

### Permanent Address

(If different from Present Address)

<i>Street</i>		<i>City</i>	
<i>State</i>		<i>Zip Code/Postal Code</i>	

### Work Authorization

*Are you legally able to work in the U.S.?* **Yes**

## EDUCATION

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### Undergraduate Institution #1

<i>Type of School</i>	<b>College/University</b>	<i>Name of School</i>	<b>Other: Trenton State College (Now The College of NJ)</b>
<i>City</i>	<b>Trenton</b>	<i>State</i>	<b>New Jersey</b>
<i>Attended From (mm/yyyy)</i>	<b>01/1994</b>	<i>Attended To (mm/yyyy)</i>	<b>05/1995</b>
<i>Graduation Date (mm/yyyy)</i>		<i>Degree</i>	<b>Other: Earned 46 credits</b>
<i>Subject</i>			

### Undergraduate Institution #2

<i>Type of School</i>	<b>Community College</b>	<i>Name of School</i>	<b>Other: Mercer County Community College</b>
<i>City</i>	<b>Trenton</b>	<i>State</i>	<b>New Jersey</b>
<i>Attended From (mm/yyyy)</i>	<b>08/1995</b>	<i>Attended To (mm/yyyy)</i>	<b>12/1995</b>
<i>Graduation Date (mm/yyyy)</i>		<i>Degree</i>	<b>Other: Earned 14 credits</b>
<i>Subject</i>			

### Undergraduate Institution #3

<i>Type of School</i>	<b>College/University</b>	<i>Name of School</i>	<b>Other: Northern Arizona University</b>
<i>City</i>	<b>Flagstaff</b>	<i>State</i>	<b>Arizona</b>
<i>Attended From (mm/yyyy)</i>	<b>01/1996</b>	<i>Attended To (mm/yyyy)</i>	<b>05/1998</b>
<i>Graduation Date (mm/yyyy)</i>	<b>05/1998</b>	<i>Degree</i>	<b>Other: Bachelor of Science in Education</b>
<i>Subject</i>	<b>Other: Mathematics</b>		

### Graduate Institution #1

<i>Name of School</i>	<b>Other: Regis University</b>	<i>City/State</i>	<b>Denver/Colorado</b>
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Graduation Date **12/2003** Degree **Other: Master of Education in Educational Leadership**  
 (mm/yyyy)

**Graduate Institution #2**

Name of School **University of Colorado** City/State **Colorado Springs/Colorado**  
 Graduation Date **Other: 08/2022 Completed**  
 (mm/yyyy) Degree **Colorado Administrator License**

**Major/Course of Study**

Undergraduate **Mathematics Education** Master's **Educational Leadership with an Emphasis in Curriculum, Instruction, and Assessment**

Specialist's **Colorado Principal License, Colorado Administrator License** Doctorate

Publications **Activities/Honors** **Northern Arizona University Summa Cum Laude; Regis University Graduate Honors**

**EXPERIENCE**

**Current Employment**

Employer Name **Academy District 20** From (mm/yyyy) **07/2019**  
 To (mm/yyyy) **01/2023** Assignment **Chief Financial Officer**  
 Reason For Leaving **N/A - Still serving as Chief Financial Officer** Supervisor Name **Tom Gregory**  
 Supervisor Phone Number Supervisor Email  
 Employer City **Colorado Springs** Employer State **Colorado**  
 May we Contact this Employer **Yes**

**Professional Experience #2**

Employer Name **Academy District 20** From (mm/yyyy) **07/2016**  
 To (mm/yyyy) **06/2019** Assignment **Executive Director for Learning Services**  
 Reason For Leaving **Promotion to Chief Financial Officer** Supervisor Name **Dr. Susan Field**  
 Supervisor Phone Number Supervisor Email  
 Employer City **Colorado Springs** Employer State **Colorado**  
 May we Contact this Employer **Yes**

**Professional Experience #3**

Employer Name **Academy District 20** From (mm/yyyy) **07/2014**  
 To (mm/yyyy) **06/2016** Assignment **Learning Services Director for Assessment**  
 Reason For Leaving **Promotion to Executive Director for Learning Services** Supervisor Name **Dr. Susan Field**  
 Supervisor Phone Number Supervisor Email  
 Employer City **Colorado Springs** Employer State **Colorado**  
 May we Contact this Employer **Yes**

**Professional Experience #4**

Employer Name	<b>Academy District 20</b>	From (mm/yyyy)	<b>07/2011</b>
To (mm/yyyy)	<b>06/2014</b>	Assignment	<b>Principal - Discovery Canyon Campus Middle School</b>
Reason For Leaving	<b>Promotion to Learning Services Director for Assessment</b>	Supervisor Name	<b>Karin Reynolds</b>
Supervisor Phone Number	<b>719-238-6484</b>	Supervisor Email	<b>kreynol3@uccs.edu</b>
Employer City	<b>Colorado Springs</b>	Employer State	<b>Colorado</b>
May we Contact this Employer	<b>Yes</b>		

**Experience Summary**

Years of administrative experience **13.5**

**DISCLOSURES**

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**Disclosures**

Contract Status		Are you currently under contract?	<b>Yes</b>
If Yes, When does it expire?	<b>06/2023</b>	Superintendent Certification	
Do you have a Superintendent Endorsement for the state represented by the position listed on this Application Form?			

**Yes**

**Background Check**

I understand that if I am selected as a finalist for this position, I will need to complete a background check.

**Yes**

**Birkman Personality Assessment**

I understand that if I am selected as a finalist for this position, I may be required to complete a Birkman International Assessment. The results of the assessment will be shared with the consultants and the school district.

**Yes**

**REFERENCES**

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**Dr. Diane Eid**

Title	<b>Co-Chair, Academy District 20 Parent Sounding Board</b>	Relationship	<b>Other - Academy District 20 Parent</b>
Address	<b>Academy District 20, 1110 Chapel Hills Drive</b>	City	<b>Colorado Springs</b>
State	<b>Colorado</b>	Zip	<b>80920</b>
Country	<b>United States</b>		
Email		Phone	
From	<b>09/2014</b>	To	<b>present</b>
Reference Letter			

**Dr. Mark Hatchell**

Title	<b>Academy District 20</b>	Relationship	<b>Other - District Superintendent</b>
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	<b>Superintendent, Retired</b>		<b>(not direct supervisor)</b>
<i>Address</i>	<b>9666 Pinebrook Way</b>	<i>City</i>	<b>Colorado Springs</b>
<i>State</i>	<b>Colorado</b>	<i>Zip</i>	<b>80920</b>
<i>Country</i>	<b>United States</b>		
<i>Email</i>		<i>Phone</i>	<b>present</b>
<i>From</i>	<b>07/2008</b>	<i>To</i>	
<i>Reference Letter</i>			

**Nick Psarakis**

<i>Title</i>		<i>Relationship</i>	<b>Colleague</b>
			<b>Colorado Springs</b>
<i>Address</i>	<b>Social Studies Teacher, Rampart High School</b>	<i>City</i>	<b>80920</b>
<i>State</i>	<b>Rampart High School, 8250 Lexington Drive</b>	<i>Zip</i>	<b>present</b>
<i>Country</i>	<b>Colorado</b>	<i>Phone</i>	
<i>Email</i>	<b>United States</b>	<i>To</i>	
<i>From</i>			
<i>Reference Letter</i>	<b>07/2016</b>		<b>Colleague</b>

**Dr. Russ Sojourner**

<i>Title</i>		<i>Relationship</i>	<b>Colorado Springs</b>
			<b>80921</b>
<i>Address</i>	<b>President, The Classical Academy</b>	<i>City</i>	
<i>State</i>	<b>The Classical Academy, 975 Stout Road</b>	<i>Zip</i>	
<i>Country</i>	<b>Colorado</b>	<i>Phone</i>	
<i>Email</i>	<b>United States</b>	<i>To</i>	
<i>From</i>			
<i>Reference Letter</i>	<b>07/2011</b>		<b>Colleague</b>

**Dr. Mark Wahlstrom**

<i>Title</i>		<i>Relationship</i>	<b>Colorado Springs</b>
			<b>80921</b>
<i>Address</i>	<b>Principal, Discovery Canyon Campus High School</b>	<i>City</i>	
	<b>Discovery Canyon Campus, 1810 North Gate Boulevard</b>	<i>Zip</i>	
<i>State</i>	<b>Colorado</b>	<i>Phone</i>	
<i>Country</i>	<b>United States</b>	<i>To</i>	
<i>Email</i>			
<i>From</i>	<b>07/2015</b>		
<i>Reference Letter</i>			

**ATTACHMENTS**

**Attachments**

*Resume*                    [Rebecca Allan Resume.pdf](#)

*Transcript*

*Other*

## BACKGROUND INFORMATION

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### Legal Information

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

Have you ever been **No**  
convicted of a  
violation of law other  
than a minor traffic  
violation?

If yes, please explain

Have you been **No**  
convicted of any  
offense for physical  
or sexual abuse of a  
child?

If yes, please explain

Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from the employment of another school district?

**No**

If yes, please give the name of the district, the date and the reason for the resignation or termination

### Background

Have you ever been **No**  
placed on leave by  
your employer for  
any alleged  
misconduct?

If yes, explain.

I authorize my listed references, current and past employers and educational institutions, and anyone else who has information about my work history, education qualification, or fitness to provide such information to the school district for which I have completed an employment application. I release the school district and all persons providing this information to the school district, from any liability whatsoever for obtaining and providing that information, regardless of the results.

**Yes**

Indicate you have read and agree to these terms by placing both your INITIALS and DATE in the text box.

**RA 1/15/2023**

## ACADEMY DISTRICT 20, COLORADO - CRITERIA

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### Academy District 20, Colorado - Criteria

Please describe your  
strengths and  
abilities as they relate  
to the listed criteria.

The Academy 20 Board of Education is seeking a bold, decisive, and experienced leader to serve as their next Superintendent of Schools. Specifically, the Board of Education is searching for a visionary, inspirational, and innovative leader with the following characteristics:

#### Leadership

- Prioritizes academic growth and achievement above all else
- Models and upholds high standards and expectations
- Possess the willingness and ability to make tough decisions
- Ensures distracting agendas are kept out of the classroom
- Is committed to continuous improvement, coaching of others, and growing leaders
- Displays both humility and drive toward demonstrative results

*Communication*

- *Is accessible and visible to staff, students, and stakeholders*
- *Is personable, listens authentically, and responds appropriately*
- *Communicates clearly with both staff and stakeholders*
- *Demonstrates accomplished public speaking skills*

*Collaboration*

- *Prioritizes the needs of students and staff*
- *Appreciates all district stakeholders and groups*
- *Seeks feedback and suggestions in decision making*
- *Respects parents' rights and expects parent responsibility*

*Organizational Oversight*

- *Empowers staff to work independently without micromanaging*
- *Has a working knowledge of all department within the district*
- *Is experienced in ensuring the organization remains fiscally sound*
- *Understands Policy Governance*

**Below is a description of my strengths and abilities related to the criteria for the Academy District 20 (AD20) Superintendent of Schools position.**

**LEADERSHIP**

**Leadership is courageously and humbly serving, coaching, encouraging, and inspiring others to let their talents shine brightly to help students reach the highest pinnacles of success.**

**Decision Making Based on "What's Best for Kids"**

**It was as a teacher that I first dedicated myself to helping all students learn and grow, not just most students. With a laser focus on academic growth and achievement, I relied on the powerful ingredients of solid instructional strategies, trusting and encouraging relationships with students, frequent communication and partnership with parents, collaboration with colleagues, and never giving up on students. When I was not sure of my next step, I targeted my efforts on "what's best for kids."**

**As an educational leader both at the school and district level, I never lost sight of these same ingredients. "What's best for kids" is still the litmus test that guides my decision making. The reality is that many decisions are not easy. It is nearly impossible to render a decision that everyone views as "right." I have made countless difficult decisions as a leader, from changing or eliminating programs to recommending budget cuts. In each of these situations, I am transparent about how the decision will be made, what information and/or feedback will be considered, how such information will be gathered, and the timeline. When a final decision is made, I am clear about the "why" behind the decision and next steps, and make myself accessible to those concerned about the outcome. While these strategies do not typically result in everyone agreeing, at least those who do not agree understand the rationale behind the decision and had the opportunity to be heard.**

**High Standards for Performance**

**I am committed to serving as a positive role model by demonstrating integrity, work ethic, follow through, grace, transparency, clear and consistent communication, and visibility. I am accessible, care about people, and get to know their stories and challenges. Treating others the way I want to be treated is a non-negotiable. I remind myself that those seeking to be leaders are watching as well. I invest time in those who have leadership dreams, not only because it is right for me to give back to others and the profession that has been so good to me, but because growing future leaders from within sparks aspirational dreams and strengthens our organization.**

**I have high standards for myself and others and am clear as to what those expectations are. My daily behaviors are congruent with these expectations, in order to build credibility and model what I hope to see in others. When someone is not meeting expectations, I am courageous and forthright enough to be honest with that person and walk alongside them to provide support and coaching. If performance does not improve, I formalize a process for improvement and respectfully hold the staff member accountable.**

**Stakeholder Commitment for the Long-Term**

**As a leader, I remain humble and grounded in the fact that every member of the organization is vital. A longer title may mean I supervise more individuals or have more visibility with stakeholders, but it does not mean I am better than anyone else. I am a visionary leader who knows that commitment from stakeholders is critical to success. Positional authority yields short-term compliance, but building commitment with our stakeholders**



**based upon inspirational goals, clear articulation of the "why" behind the vision, and side-by-side support and encouragement, is what leads to long-term success.**

#### **Progress Toward our District Vision**

The vision of our district is clear; achieving the Board of Education Ends through the district's strategic priorities of academic excellence for all students; investing in and valuing staff; and helping our students, staff, parents, and patrons feel that they belong in AD20. Any vision demands that clear measures for success are established to gauge progress. In our district, such measures are in place for three strategic priorities. As Superintendent, I would ensure that progress toward our strategic priorities is regularly monitored, communicated with stakeholders, and celebrated when targets are met. If progress is not positive, then root causes would be identified and course corrections detailed.

#### **Learning How to Think, Not What to Think**

A large community such as AD20 will always reflect a variety of points of view, and common ground is often found when there is a focus on "what's best for kids" and the "why" of helping students build the knowledge, skills, and character they need to be successful. Despite these various points of view, it is vital that our classrooms be places where teachers teach, and students learn. Our students deserve engaging lessons that create a passion for learning; learning how to think, not what to think; developing academic, social emotional, and interpersonal skills; and choosing from a variety of learning pathways that lead to multiple post-graduate landing points, including college, career, and military.

#### **COMMUNICATION**

Communication that is authentic, clear, respectful, and timely builds connections, alignment, consistency, value, and trust with our stakeholders.

#### **"When There Is Tone, Pick up the Phone"**

I am dedicated to supporting students, staff, parents, the Board of Education, and patrons. When our stakeholders have concerns, I respond quickly and most often, request a phone conversation or in-person meeting instead of attempting to navigate the concern via email. Since my days as an assistant principal, a motto for me has been, "when there is tone, pick up the phone."

Especially when someone is concerned, I engage in conversations to actively listen, allow the person to vent, discuss what resolution looks like, and honestly share what I can and cannot do in response to their request. While I may not be able to solve an issue as an individual hopes, taking the time to invest in conversation, authentically listen, respond with empathy, show that I care and am human, respectfully explain the "why" behind my decision, and follow through with my commitments, helps the person trust me and feel valued.

#### **Safety around Communication**

When I interact with our stakeholders, I consistently share that my door is always open and I am just a phone call away. I strive to be kind, humble, relatable, and down-to-earth. I share my sense of humor and make connections by taking the time to ask people how they and their families are, how their weekend was, etc. I truly care about others and believe that achieving organizational success is far more likely when people feel valued and cared for as individuals who matter. As a result of positive and trusting relationships that are in place, stakeholders feel safe approaching me with concerns and are confident that I will listen, investigate their concerns, and follow up with additional communication.

#### **Forever a Teacher at Heart**

As a principal, I regularly presented to hundreds of people at a time, and as Chief Financial Officer, I frequently present to various AD20 stakeholder groups, including the Board of Education. I approach my presentations as I would an instructional lesson, striving for engagement, relatability, transparency, clarity, and accuracy. I let my passion and personality show through, and use stories and analogies to make connections with audience members.

Many of the financial presentations I provide are focused on complex and technical information. I strive to make the content accessible and work hard to prepare for presentations, so that I am as knowledgeable as I can be to build credibility and respond to questions. During a presentation, when I am asked a question I do not know the answer to, I humbly and honestly share that, promise to provide the answer soon after the presentation concludes, and quickly follow through with my promise.

When presenting contentious information to large groups, such as boundary changes or other unpopular topics, I remain steady and unflustered, am not defensive, respectfully answer the tough questions that are presented, and make myself available for stakeholders after the meeting to further discuss concerns. I have received feedback from multiple stakeholders throughout my career that they appreciate various aspects of my

**presentation style, including my calm demeanor, content knowledge, sense of humor, ability to make complex information easy to understand, and grace when topics are contentious.**

#### **COLLABORATION**

**High quality opportunities for collaboration yield rich ideas and perspectives, feedback about what is going well and what needs improvement, shared ownership, informed decision-making, a positive sense of belonging and connectedness, and trust.**

#### **Trust**

**Building trusting relationships with all stakeholders is critical for success. To sustain and nourish our people first culture, all stakeholders must feel valued, be heard, and be treated with respect and dignity. "What's best for kids" is a litmus test I rely upon when rendering decisions. In addition, investing in and valuing our staff is always at the forefront of my mind, because our students need and deserve the best staff possible.**

**I have had the opportunity to build trusting relationships with a variety of our stakeholders, including the Board of Education, Superintendent Student Advisory Council, K-12 principals, Teacher Communication Council, Academy Education Association, Parent Sounding Board, District Accountability Committee, Classified Liaison Committee, Citizens' Bond Oversight Committee, and Patron Council. I greatly value each of these groups because of their service to our district, commitment to student success, desire to learn about our district's strengths and needs, and dedication to provide meaningful feedback to help guide decision making.**

#### **Partnerships with Parents**

**As a building and district leader, I have received thousands of contacts over the years from parents sharing concerns. I am responsive to parent concerns, frequently responding the same day by phone. A quick and personal response immediately starts to build a foundation of trust and care. I listen, allow the parent to vent, and work to identify a path to resolution. Whether I am the correct person to address the concern or someone else who is closer to the situation, I am clear about next steps, the timeline, and expected follow-up.**

**Parents advocate for their students because they are the most precious human beings in their lives. I do not expect anything less. I build partnerships with parents, treat them with service and respect, and connect them to the resources they need when applicable. Parents deserve to have their concerns heard and considered, and when their request cannot be met, they deserve to know why. When parent concerns expose a need for improvement, parents deserve to know when and how the issue will be addressed.**

#### **The "Right" Collaboration for the Decision**

**Leaders are faced with a variety of decisions. Some decisions are collaborative in nature and some, such as those related to safety and compliance, are far less collaborative. For collaborative decisions, it is essential to strike the "right" balance of collaboration and feedback based upon the scope and impact of the decision. In one situation, collaboration and feedback from Cabinet may be appropriate, yet another situation may require feedback from all stakeholders, including students, staff, and parents. Collaborating with and soliciting feedback from the "right" stakeholders is essential to ensure that decisions are appropriately informed by those who are directly impacted and responsible for implementation. It is also vital to solicit and analyze periodic feedback from various stakeholders, including staff and parents, to identify areas for celebration and areas that require improvement. The opportunity to provide feedback not only helps stakeholders feel valued, but also yields invaluable information to help guide decision making.**

#### **ORGANIZATIONAL OVERSIGHT**

**Effective organizational oversight enables a leader to be well versed in the various facets of the district, enables staff to be empowered to meet the work responsibilities they have been entrusted with, and promotes a shared commitment to successful outcomes for all stakeholders.**

#### **Educational and Operational Experience**

**I have walked in the shoes of a teacher, assistant principal, principal, and Learning Services leader. In Learning Services, I supervised elementary and middle school principals, led the assessment team, and later supervised College and Career Services, Talented and Gifted, English as a Second Language, grant-funded counselors, and the New Opportunities Program. I helped lead suicide prevention efforts and Sources of Strength implementation.**

**As Chief Financial Officer, I currently lead Budget and Finance, Purchasing and Contracting, Payroll, the Building Fund, and Central Registry. Previously, I led Facilities, Food Service, and Risk Management. The**

**budget development process demands that I am well versed in the needs of other areas such as Special Education, Transportation, Information Technology, Communications, and Security in order to effectively prioritize resources.**

#### **Policy Governance**

**During my years of district-level service, I have worked within and learned about our Board of Education policy governance model, rooted in the Board of Education Ends, which define the results expected for students around knowledge, skills, and character. A second component, the Board Executive Limitations, establish for the Superintendent the actions not able to be engaged in while accomplishing the operational work of the district. In essence, the Board of Education monitors the Superintendent's progress toward the Board Ends and allows the Superintendent to determine the operational actions of how to best attain the Board Ends, as long as those actions do not breach the established limitations. As Director for Assessment, I presented the annual Ends 1.1 report to the Board and as Chief Financial Officer, I present three annual Executive Limitations reports regarding financial conditions and activities, asset protection, and financial planning and budgeting.**

#### **Strategic Fiscal Management**

**As Chief Financial Officer, I manage a total district appropriation of more than \$600 Million. I demonstrate the highest attention to honesty, transparency, accuracy, alignment with law and policy, and short and long-term fiscal health. I possess a strong understanding of Colorado K-12 school funding, have navigated bond issuances, and developed short and long-term planning models for bonds and mill levy overrides. I manage the fiscal resources of the second lowest funded school district in Colorado, while maintaining an appropriate and healthy level of reserve; legislatively advocate on behalf of our district at the state and federal levels; and teach stakeholders about financial information in a way that is accessible and understandable. As Superintendent, my fiscal leadership experiences would enhance my ability to effectively collaborate with and support the Chief Financial Officer, as they are tasked with sustaining the fiscal health of our district, while navigating the accompanying funding challenges facing Colorado.**

#### **Staff Empowerment, Autonomy, and Accountability**

**I am fortunate to have had the opportunities to learn about Policy Governance and serve as an educational, financial, and operational leader, as this broad breadth of experience is vital to the successful leadership of our large school district. Despite these rich experiences, as Superintendent, it would not be my job to do others' jobs for them. Cabinet members, principals, and other staff are the experts in their domains and it would be my role to empower them to share their expertise and render decisions applicable to their scope of responsibility. In addition, I would coach and support staff as they navigate various decisions, challenging situations, and conflicts, while being clear about my expectations and non-negotiables. As Superintendent, this type of coaching work would be enhanced by my broad breadth of contextual experiences in our district.**

**It is critical to note that when a staff member is not meeting expectations, I demonstrate the courage needed to provide feedback; brainstorm with the staff member; set clear expectations and targets; offer supports; and if necessary, implement a formal framework for improvement. In a situation such as this, it may be necessary to decrease autonomy and increase accountability, in order to best meet the staff member's needs as they work to improve performance and meet expectations.**

## **DISCLAIMERS AND AFFIRMATION**

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#### *District Policy*

**McPherson & Jacobson, L.L.C. and the client we represent are an Equal Opportunity Employer. McPherson & Jacobson, L.L.C. ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation, or disability. McPherson & Jacobson, L.L.C. has a policy of active recruitment of qualified minority applicants. Any individual needing assistance in making application for any opening should contact McPherson & Jacobson, L.L.C.**

#### *Application Confirmation Statement*

**I certify that the information provided herein is true and complete to the best of my knowledge. Applicant hereby waives his/her right to confidentiality with regard to his/her work record or criminal record and consents to and authorizes the release of information from current and former employers and/or law enforcement personnel upon inquiry under this application.**

*I agree to the terms*      **Affirm**  
*above*

*Initials*                      **RA**

*Affirmation Date*         **01/29/2023**

# REBECCA ALLAN

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## Education

**UNIVERSITY OF COLORADO AT COLORADO SPRINGS** | Colorado Springs, Colorado | Aug. 2022  
Colorado Administrator Licensure Program  
GPA 4.0

**REGIS UNIVERSITY** | Denver, Colorado | Oct. 2006  
Colorado Principal Licensure Program  
GPA 4.0

**REGIS UNIVERSITY** | Denver, Colorado | Dec. 2003  
Master of Education in Educational Leadership with an Emphasis in Curriculum, Instruction, and Assessment  
GPA 4.0 | Graduate Honors

**NORTHERN ARIZONA UNIVERSITY** | Flagstaff, Arizona | May 1998  
Bachelor of Science in Education with a Major in Mathematics  
GPA 4.0 | Summa Cum Laude

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## School and District Administration – Selected Accomplishments and Achievements

**CHIEF FINANCIAL OFFICER** | Colorado Springs, Colorado | July 2019 – present  
**Academy District 20**

### Leadership

- ✓ **Lead a team of 42 Business Services staff members**, spanning Budget and Finance; Building Fund; Contracting, Purchasing, and Procurement; Payroll; Print Shop; and Central Registry; and formerly supervised the Facilities, Risk Management, and Food Service teams.
- ✓ **Lead an annual collaborative \$600 Million budget development process** for all funds to maximize resources.
- ✓ **Designed and utilize a template to align budget requests** with Academy District 20 (AD20) strategic priorities.
- ✓ **Serve as a member of the Superintendent’s Cabinet.**
- ✓ **Ensure compliance with federal, state, local, and AD20 requirements** such as those related to financial internal controls, budgeting, fund balances, accounting principles, grant requirements, procurement, contract awards, and audits.
- ✓ **Develop short and long-term models for mill levies, assessed valuation, and property tax revenue** to plan for bond issuance, bond payment, and overrides.

### Stakeholder Communication and Support

- ✓ **Communicate regularly with and provide customer service to stakeholders**, including Board of Education members, principals and other members of the AD20 Lead Team, licensed and classified staff, parents, and patrons.
- ✓ **Conduct a variety of Board of Education presentations**, such as those related to monthly financial reports, mill levies, proposed budgets, executive limitations, and building fund appropriations.
- ✓ **Provide presentations for a variety of stakeholder groups** regarding the impacts of various aspects of school finance on AD20, such as the School Finance Act, TABOR, budget stabilization factor, and enrollment.
- ✓ **Facilitate the District Accountability Committee (DAC) Budget Subcommittee** in order to develop district-wide resource priorities for the upcoming fiscal year.

- ✓ **Facilitate site planning processes for schools** and other collaborative input committee work, such as the Facility Rental Allocation Committee, Boundary Committee, and School Resource Allocation Committee.

#### Advocacy

- ✓ **Serve as a member of the Pikes Peak Alliance and Colorado Association of School Executives** in order to remain current with draft laws and legislatively advocate for AD20 at the state level.
- ✓ **Serve as the Treasurer for the Federal Lands Impacted Schools Association**, a national association dedicated to securing Federal Impact Aid funding for school districts with federal land, and advocate for funding with United States Senate and Congress staff.
- ✓ **Collaborate and build relationships with** staff at the Colorado Department of Education and colleagues in the Pikes Peak Association for School Business Officials to remain current with legislative trends, request assistance with challenges, and assist others with their challenges.
- ✓ **Collaborate with developers and city, county, and state planning staff** regarding easements, land acquisition, land leases, permission to enter agreements, economic development, tax increment financing, land credits, growth projections, etc. and present this information to the Board of Education as applicable.

### **EXECUTIVE DIRECTOR FOR LEARNING SERVICES | Colorado Springs, Colorado | July 2016 – June 2019**

#### **Academy District 20**

##### Leadership

- ✓ **Supervised six middle school principals**, an elementary school principal, and the online K-8 school principal, providing coaching and support for principals and working to resolve parent concerns.
- ✓ **Supervised and supported the Partnership Academy**, Expulsion Program, Online Credit Recovery Program, SAFE Counselors, Assistant Directors for TAG and ESL, the Director for College and Career Services, the Summer School Administrator, and the Health and Wellness Specialist.
- ✓ **Served as the AD20 504 Administrator**, provided appropriate guidance and training for staff, and facilitated a 504 program review team.
- ✓ **Served on the Design Advisory Committee** for Chinook Trail Middle School, which opened in August 2019.
- ✓ **Followed and promoted the N+1** communication policy.

##### Stakeholder Communication and Support

- ✓ **Facilitated monthly middle school principal meetings** and quarterly middle and high school assistant principal meetings.
- ✓ **Provided district-wide guidance for counselors** and facilitated monthly level counselor meetings.
- ✓ **Served as the AD20 Foster Care Community Liaison**, Child Abuse Coordinator, Military Liaison, and High Trails administrator.
- ✓ **Supported implementation of K-12 mental health programming and tools**, including *Riding the Waves*, *Signs of Suicide*, and *Sources of Strength*; *Youth Mental Health First Aid* training for staff and parents; and the Columbia suicide risk assessment.
- ✓ **Planned, promoted, and facilitated various Parent Academies** regarding topics related to social media safety, suicide prevention, and community resources.
- ✓ **Facilitated a Boundary Committee** of 23 stakeholders, to develop a 5-year staggered implementation of boundary changes; collaborated with the demographer to build enrollment projections, boundary scenarios, and maps; conducted community forums; and presented recommendations to the Board of Education.
- ✓ **Facilitated external reviews** for a variety of schools and site planning sessions for schools and departments.

##### Advocacy

- ✓ **Researched and advocated for a variety of local, state, and federal grants** that supported initiatives and ensured that awarded grant funds were expended in alignment with grant requirements.

- ✓ **Served as the administrator for the Expelled and At-Risk Student Services**, Office of Suicide Prevention, and Colorado Springs Health Foundation grants and managed a grant awarded by the Colorado Attorney General's Office.
- ✓ **Co-presented at the Colorado Association of School Executives Summer Conference** regarding suicide prevention programming.

**LEARNING SERVICES DIRECTOR FOR ASSESSMENT** | Colorado Springs, Colorado | July 2014 – June 2016

**Academy District 20**

Leadership

- ✓ **Served as the District Assessment Coordinator** for district progress monitoring, benchmark, and cognitive assessments, in addition to state standardized assessments related to applicable Colorado Academic Standards, Extended Evidence Outcomes, and English language proficiency.
- ✓ **Analyzed student assessment results** and designed data displays to communicate results in a variety of ways.
- ✓ **Supervised four elementary school principals**, providing coaching and working to resolve parent concerns.
- ✓ **Collaborated with Learning Services staff** to write the District Improvement Plan.
- ✓ **Facilitated a team to support a Superintendent Initiative** focused on closing achievement gaps.
- ✓ **Collaborated with Information Technology staff** to design data visualizations in Tableau, a data dashboard tool, in order to facilitate data analysis work.
- ✓ **Collaborated with the Director for Legal Relations** to draft an AD20 assessment calendar, Parent Opt-Out Policy, and Paper / Pencil Assessment Policy to ensure compliance with new Colorado House Bill 15-1323.

Stakeholder Communication and Support

- ✓ **Trained building administrators and teachers to organize student achievement data**, draw meaning from it, identify areas of strength and areas to explore, and plan next steps.
- ✓ **Provided building administrators with data analysis tools** to engage teachers in data analysis, root cause analysis, and reflection to promote instructional support for all learners and inform Multi-Tiered System of Supports (MTSS) planning.
- ✓ **Provided ongoing professional learning for Student Achievement Growth Assessment Coaches** to support their work to coach colleagues regarding effective assessment practices.
- ✓ **Provided training and support for building administrators** to complete School Improvement Plans.
- ✓ **Facilitated external review and site planning** sessions to support accreditation and strategic planning work.
- ✓ **Conducted presentations for the Board of Education** regarding student achievement and growth results, assessment optimization, evaluation processes, and the E 1.1 Board Ends Report.
- ✓ **Conducted stakeholder presentations** regarding various assessment topics.

Advocacy

- ✓ **Advocated with accountability leaders within the Colorado Department of Education** regarding proposed changes to the state school performance accountability system.

**PRINCIPAL** | Colorado Springs, Colorado | July 2011 – June 2014

**Discovery Canyon Campus Middle School (Academy District 20)**

Leadership

- ✓ **Led a school community** of over 900 students and over 70 staff members.
- ✓ **Supervised administrative, certified, and classified staff members**; celebrated their successes; and coached and addressed behaviors which violated policy and/or performance standards.
- ✓ **Lead the development of the School Improvement Plan** and utilized student data and other indicators to monitor progress toward goal and site plan tactic attainment.
- ✓ **Designed and implemented a new teacher leadership structure**, providing opportunities for and empowering licensed staff members to serve as Department Instructional Leaders and Team Leaders.

- ✓ **Optimized the middle school staffing design** to ensure that staffing allocations were utilized in an efficient and impactful manner to address student enrollment levels and instructional needs.
- ✓ **As the Head of School, supported implementation of the International Baccalaureate Middle Years Programme.**
- ✓ **Oversaw fiscal budgeting and spending** at the middle school to ensure that resources were utilized in an efficient manner that aligned with priorities and AD20 policies.

#### Stakeholder Communication and Support

- ✓ **Was readily accessible** and focused on building trusting relationships with students, staff, and parents.
- ✓ **Ensured that student discipline practices** supported a progressive discipline model that included appropriate consequences and parent involvement, capitalized on teachable moments, and supported students to rebuild trust with peers and staff.
- ✓ **Led the campus transition from an integrated to traditional sequence of Algebra I, Geometry, and Algebra II that involved** ensuring that financial and professional learning resources were in place to support the change, feeder elementary schools were included in planning, stakeholders could provide input, and stakeholder communication was clear and timely.
- ✓ **Led the implementation of an embedded professional learning community model** with common collaboration time for staff to design assessments, analyze student data, and plan instructional strategies and interventions.
- ✓ **Partnered with the elementary and high school level principals** to support a “one campus” philosophy.

#### Advocacy

- ✓ **Advocated with municipal traffic engineers to construct a mid-block crossing** at a major road adjacent to the campus, in order to improve safety for pedestrians.
- ✓ **Presented information regarding the Raptor Security System** to AD20 Safety and Security leaders and advocated for implementation at Discovery Canyon in order to screen visitors and enhance safety. Discovery Canyon was the first location in AD20 to utilize the Raptor system, which is now a critical tool in schools.

**ASSISTANT PRINCIPAL** | Colorado Springs, Colorado | July 2009 – June 2011

#### **Discovery Canyon Campus Middle School (Academy District 20)**

- ✓ **Supported students’ academic, behavioral, and social needs;** supervised classified and licensed staff; and promptly addressed parent concerns and questions, often via telephone and in-person.
- ✓ **Served as the department administrator for Mathematics, Science, and Discoveries** to support curriculum revision and alignment, materials acquisition, and professional learning needs.
- ✓ **Supervised standardized assessment administration,** which included training proctors, developing testing schedules, and planning for accommodations.
- ✓ **Facilitated Response to Intervention (RTI)** problem-solving team meetings, served as a contributing member during Individualized Education Program (IEP) staffings and 504 meetings, managed campus-wide English Language Learner plans, and supported talented and gifted programming and learning opportunities.
- ✓ **Supported implementation of the International Baccalaureate Middle Years Programme** and Teacher Advancement Program.

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#### *Instruction – Selected Accomplishments and Achievements*

**ADJUNCT LECTURER / INSTRUCTOR** | Colorado Springs, Colorado | June 2022 – Dec. 2022

#### **University of Colorado at Colorado Springs**

- ✓ **Co-Instructed LEAD 6820** Practicum in School Leadership: The Principalship.
- ✓ **Co-Instructed an AD20 administrator cohort class** entitled, LEAD 6150 Legal and Financial Aspects of School Administration.

**TEACHER ON SPECIAL ASSIGNMENT FOR ASSESSMENT** | Colorado Springs, Colorado | July 2008 – June 2009

**Academy District 20**

- ✓ **Provided district-wide training and support for School Assessment Coordinators** regarding the administration of various Colorado standardized assessments.
- ✓ **Co-Facilitated the AD20 RTI Lead Team** and independently facilitated both the Progress Monitoring and Family and Community Involvement work teams.
- ✓ **Co-Taught the district-wide RTI: Making It Real for the Classroom Teacher course**, a course designed to support teachers in their work at the Universal Tier I Level.
- ✓ **Provided district-wide training and support for Scantron Support Teachers** and Scantron Location Controllers in an effort to ensure proper administration of the Scantron Assessment and subsequent data analysis.
- ✓ **Trained teachers and administrators** to access, retrieve, interpret, analyze, and utilize assessment data for the purposes of informing and enhancing instructional planning.

**DEAN OF STUDENTS** | Colorado Springs, Colorado | Aug. 2006 - June 2008

**Pine Creek High School (Academy District 20)**

- ✓ **Collaborated with students, staff, and parents** to support and foster the Pine Creek High School norms of responsibility, community, communication, trust, positive climate, learning, and passion.
- ✓ **Recognized student successes** and positive behaviors.
- ✓ **Disciplined students and assigned appropriate consequences**, while observing school and AD20 policies and expectations, due process, and other legal requirements.
- ✓ **Utilized disciplinary situations with students as teachable moments** to guide students in their realization of inappropriate behavior and avoidance of such behavior in the future.
- ✓ **Regularly communicated with parents** regarding student behavior, consequences, and strategies for improvement in behavior.
- ✓ **Served as a Pine Creek Assessment Coach**, sharing assessment best practices with teachers and overseeing the administration and teacher training associated with the Scantron mathematics assessment.

**AFFILIATE FACULTY COURSE DEVELOPER** | Denver, Colorado | June 2004 – Aug. 2004

**Regis University**

- ✓ **Designed and authored an online 3-credit graduate** educational technology course for Regis University.

**MATHEMATICS TEACHER** | Monument, Colorado | Aug. 2003 - July 2006

**Lewis-Palmer High School (Lewis-Palmer School District 38)**

- ✓ **Instructed freshmen, sophomores, juniors, and seniors** in various mathematics courses including Algebra I, Geometry, Trigonometry, and Pre-Calculus.
- ✓ **Designed engaging lessons**, instructional materials and games, graphic organizers, study guides, cooperative learning activities, quality homework assignments, assessment tools, and closure activities.
- ✓ **Provided opportunities for my students to read and write** in mathematics, develop note-taking and higher-order thinking skills, present concepts to peers, and apply concepts within real-world contexts.
- ✓ **Initiated and maintained phone, in-person, and written relationships** with parents and counselors in order to celebrate and promote quality and success in my students' performances.
- ✓ **Diligently worked to create a managed classroom environment** in which my students felt comfortable to ask questions, were engaged to learn, and were confident that they could and would succeed.
- ✓ **Selected to work in coordination with an English teacher to design, plan, open, and operate the Student Achievement Center**, a Center which opened in August of 2005 as an intervention for students.
- ✓ **Contributed to the development of a new alternative program** for students, called *Options 38*.



**EDUCATIONAL CONSULTANT** | Monument, Colorado | Dec. 2002 - June 2003

**Lewis-Palmer School District 38**

- ✓ **Aligned the K-5 *Everyday Mathematics* curriculum** with Colorado Standards and standardized assessments, Colorado Suggested Grade Level Expectations, and the District 38 mathematics curriculum.
- ✓ **Designed and presented** curriculum alignment training sessions for teachers.

**MATHEMATICS TEACHER** | Monmouth Junction, New Jersey | Sep. 1999 - Feb. 2000

**South Brunswick High School (South Brunswick School District)**

- ✓ **Instructed high school freshmen, sophomores, juniors, and seniors** in a managed and success-oriented classroom environment in Geometry, Advanced Algebra II, Discrete Mathematics, and Help and Access.
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***Industry – Selected Accomplishments and Achievements***

**BUDGET ANALYST** | Colorado Springs, Colorado | Nov. 2000 - July 2002

**United States Air Force Academy**

- ✓ **Prepared the 2001 Cost per Graduate Study**, an over \$400 Million cost study, and presented findings in a point paper to the Air Force Academy Superintendent and other officials.
- ✓ **Maintained funding documents** and managed the balancing of an over \$200 Million budget.
- ✓ **Analyzed and made recommendations for funding levels**, execution rates, and unfunded requirements.
- ✓ **Consistently adhered to Air Force and Department of Defense fiscal regulations.**
- ✓ **Delivered individual and group training** regarding budgetary principles, duties, and software.
- ✓ **Prepared a 2002 Financial Plan briefing** which was presented by the Comptroller at the Pentagon.
- ✓ **Honored with the 2001 United States Air Force Academy Civilian of the Year** award and Outstanding Contributions to Comptrollership award.

**STATISTICAL ASSISTANT** | Princeton, New Jersey | Nov. 1998 - Aug. 1999

**Educational Testing Service (ETS)**

- ✓ **Performed quality control and mainframe computer programming duties** in order to statistically analyze the SAT I and other ETS administered exams.
-